Texas Education Agency

NOGA ID		Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part A, §112(c)

Grant period: From **07/01/2021** to **08/31/2022**   **Pre-award costs:** **ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Focus Area Selection

☐ Focus Area 1

☒ Focus Area 2

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): N/A

1. Applicant Information

Name of organization   Overton ISD

Campus name   Overton High School   CDN 201908   Vendor ID 1756002177   ESC 7   DUNS 045160488

Address 501 East Henderson Street   City Overton   ZIP 75684   Phone 903-834-6145

Primary Contact Stephen DuBose   Email stephen.dubose@overtonisd.org   Phone 903-834-6145

Secondary Contact Leisha Smith   Email smithL@carlisleisd.org   Phone 903-861-3811

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

☒ Grant application, guidelines, and instructions   ☒ Debarment and Suspension Certification
☒ General Provisions and Assurances   ☒ Lobbying Certification
☒ Application-Specific Provisions and Assurances   ☒ ESSA Provisions and Assurances requirements

Authorized Official Name Stephen DuBose   Title Superintendent   Email stephen.dubose@overtonisd.org

Phone 903-834-6145   Signature _____   Date 4/26/21

Grant Writer Name Stephen DuBose   Signature _____   Date 4/26/21

⦿ Grant writer **is** an employee of the applicant organization.   ○ Grant writer is **not** an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are** permitted for this grant.
Check the box below if applying as fiscal agent.

☒ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
1. A need to create expanded career opportunities for students in five rural school districts in two counties. The five districts have an average of 71.2% ED and a 56.8% average in CCMR indicator points. Average percentage of ED students is 63.3%	The five school districts, along with Kilgore College and business partners will build on an existing regional center to provide pathways in Health Science and Information Technologies.
2. Small school districts are unable to offer the programs needed for high need careers due to cost of equipment and facilities. Each individual school, on its own, cannot cover the cost.	The fiscal agent (Overton ISD) will sustain the operating cost of a centrally located facility. An MOU and funding plan agreed on by the school districts will cover the cost of staffing, consumables, and administration. Kilgore College will serve as the dual credit facilitator of the program.
3. The average CCMR indicator points for the five districts are 56.8%. Students do not have the opportunity to earn Industry Based Certifications without current equipment, curriculum, and facilities.	Enhancement of the center with local industry and education partners will increase opportunities for Industry Based Certifications and dual credits which can lead to Level I and II certifications.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The SMART goal is to provide opportunity for 5 small, rural school districts to combine resources and provide opportunities for students in the districts to have access to curriculum and up to date equipment in the Health and Information Technology sectors. The goal is to increase Industry Based Certifications in Medical Assistants, EMT and CISCO certifications, along with technical dual credit opportunities by working with business partners and Kilgore College. A consortium and partnership of 5 districts has been previously established, with a centrally located facility and it is the intent of the grant potential to take advantage of this partnership by expanding potential pathways in Health Science and Information Technology.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Continue meeting with stakeholders committee, principals, and counselors to create corresponding and mutually beneficial calendars, schedules, class times and pooling resources for instructors and curriculum.
Complete enrollment of students in Health Science and IT Programs of study. Take advantage of ESC 7 resources to create a recruitment and marketing catalog to be used in all districts.
Have MOUs in place with each district. Purchase equipment, purchase curriculum, hire any new personnel, establish a contract with Intermediary, attend and Perkins Reserve Grant Conferences, align bell schedules, determine insurance needs, if any, and determine professional development needs.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Start professional development plans, organize classrooms, train on curriculum, develop meetings between all five districts with personnel to collaborate on rigor of classes, expectations for students and ways to disaggregate data and determine models for Industry Based Certification readiness.

Welcome students to classrooms, hold an informational meeting with parents and community. Administer student and parent satisfaction surveys, convene a stakeholders meeting and report on progress. Director will determine teacher efficacy.

Adjust student schedules, determine if tutorials are needed and how to administer. Be flexible to make changes as needed as start up rolls out.

Third-Quarter Benchmark

Tweak and make changes and modifications as needed, continue to be fluid and aggressive in identifying and mending problems and challenges. Convene a stakeholders meeting and report and discuss progress. Start identifying needs for next year.

Consider Spring enrollment needs for instructors, schedules, and curriculum. Attend winter Perkins Reserve conference with stakeholders.Continue to coordinate dual credit opportunities with Kilgore College. Explore Spring internship possibilities, create documentation and enrollment in Spring internship documents and forms.

Reflect on the semester with stakeholders, instructors, and students. What worked well, what did not. Were we fluid and flexible enough to make changes as needed? Make changes as needed for Spring.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The primary outcome is to give students the opportunity to pass Industry Based Certifications and to increase enrollment in dual credit classes which will lead to higher education enrollment. We currently monitor the number of Industry Based Certifications each year. We will use student surveys and obtain instructor feedback on a regular basis. The CTE Director will continuously monitor curriculum usage, student success, passing rates and employ aides created by instructors to determine readiness for Industry Based Certification exams. The intermediary will work with all districts to ensure rigor and classroom work on the individual campuses along with involving stakeholders in decisions when changes are necessary. The center plans to be fluid, flexible and willing to make changes as circumstances arise. The intermediary and CTE director will regularly meet with counselors, principals, and staff from each district to discuss goals and objectives. If objectives are not being met decisions will be made quickly to enhance the programs. Dependent on the issue, we can hire part time instructors, set up tutorials, collaborate and meet with parents, higher education and business partners, as needed. Each semester we will monitor progress for each student in both class success and readiness for Industry Based Certifications. Curriculum can be adjusted to meet needs. As usual, we will monitor attendance, PEIMS submissions, enrollment by grade, passing rates, and discipline. If a student is not being successful, we will use all tools to determine student intervention, whether it be counseling, mentorships, and/or tutorials.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 CTE Perkins Reserve Program Guidelines, and to adhere to the 2021-2022 CTE Perkins Reserve Formula Grant, which is incorporated by reference.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 CTE Perkins ReserveProgram Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

☒ 6. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.

☒ 7. The applicant provides assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.

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9. Program Requirements

1. **Summary of Program** (Focus Area 1): Provide an overview of the program to be planned and designed with grant funds. What pathway will be developed and how will each stakeholder support the pathway planning? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

N/A

2. **Summary of Program** (Focus Area 2): Provide an overview of the program to be implemented with grant funds. What pathway will be implemented and how will each stakeholder support the pathway? In the past, how have stakeholders previously contributed to pathways development in the region? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

Five school districts: Arp, Carlisle, Leveretts Chapel, Overton, and West Rusk have previously created a centrally located facility to allow students to share in CTE opportunities. Overton recently purchased the building and has committed funds for upgrades to the facility. This grant will allow the five districts to firmly entrench Health Sciences and Information Technology programs into the center. The five districts will instruct in introductory courses in the freshman and sophomore years on their campuses. The districts will send juniors and seniors to the center where they will share equipment and facilities in one central location rather than commit funds to each of the five locations. Funds will be allocated to each district to cover costs of implementing lower level classes, but the bulk of funds will be allocated to the center. Each district will support the pathways by recruiting students for each Program of Study and maintain freshman and sophomore courses on their campuses. They will develop a MOU that will sustain the center, train counselors and teachers in the recruitment and marketing process, and allow instructors to collaborate across districts to ensure uniformity in the programs. Kilgore College will provide instructors necessary and will be the dual credit facilitator for all five districts. Business and Industry partners will provide internship opportunities. All five districts are small communities in which the highest needs are people in medical professions, Information technology is a close second. As stated in other narratives, these 5 small districts have been working together and using a central site for academic and technical dual credits, while partnering with Kilgore College for several years.

9. Program Requirements (Cont.)

3. **Program of Study** (Focus Areas 1 and 2): The applicant must identify -- in partnership with all LEAs included in the application, a public institution of higher education, employer partners, and local workforce development board, economic development agency, and/or chamber of commerce -- high-wage and in-demand occupations and TEA approved statewide or regionally approved CTE programs of study that lead to these occupations. Regional labor market information must be included in the application demonstrating how the CTE programs of study were identified. Applicants may use LWDA Labor Market information and resources from TEA to demonstrate labor market alignment. Identify the strategy behind this program of study and what the intended education and career outcomes are.

In partnership with Kilgore College, UT Tyler Nursing, Baylor Scott & White TX Spine/Joint, East Texas Treatment Center, UT Health Center, CalTech-Tyler, ETV Software, Cynergy Tech, and the Workforce Solutions of East Texas, regional labor market information for WDA 8 supports high-wage and in-demand occupations in the Healthcare Therapeutic program of study for Registered Nurses (24% growth, $60,428 wage), Occupational Therapy Asst. (30% growth,$70,797 wage) and Surgical Technologist (24% growth, $43,148 wage). For the Networking Systems program of study, Computer Network Architects (18% growth, $105,387 wage) along with Systems Analysts (14% growth, $63,741) are in demand with high wages. These programs provide courses toward degrees in the fields listed, with optional exit points that extend training and certifications in Computer Network Support (17% growth, $45,159 wage), Computer User Support (17% growth, $42,166 wage), Medical Assistant, Phlebotomist, and EMT(6.4% growth, $36,692 wage-data from Jobs EQ). According to Workforce Solutions, Medical Assistant and EMT are on the current Targeted Occupations list for the East Texas Workforce Development Area, and Phlebotomist is currently identified as an in-demand occupation and will be a targeted occupation on July 1, 2021. Both, Healthcare Therapeutic and Networking Systems, programs of study align with labor market statistics, and the identification of local needs from our stakeholders.

4. **Intermediary Capacity** (Focus Area 1): The applicant must describe how they will build the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to- convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's plan to increase capacity during the planning year and the plan to provide adequate staff capacity to this grant.

N/A

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9. Program Requirements (Cont.)

5. **Intermediary Capacity** (Focus Area 2): The applicant must describe the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to -convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's existing capacity and plan to provide adequate staff capacity to this grant.

Region VII Service Center will serve as the intermediary for this grant. Region VII has decades of experience in providing professional development to administrators and instructors. Region VII is also the conservator of DMAC, which is a premier data disaggregation software used throughout the state. The current CTE specialist at Region VII has several years of experience in convening cross sector stakeholders to support regional education in the manufacturing and construction industry, has successfully implemented prior Perkins Reserve and JET Grants, while working with entities such as Morton Salt, Sanderson Farms, local Ford dealerships and area clinics. He maintains relationships with CTE Foundations and will direct his experience to make this grant successful. The specialist has successfully met with departments, chairs, and deans of several community colleges, such as Tyler Junior College and Kilgore College, along with having extensive knowledge and planning experience with the University of Texas at Tyler.

6. **Crosswalk** (Focus Areas 1 and 2): The applicant must provide, for all pathways a crosswalk that identifies secondary and postsecondary coursework that would be required of a student in the program of study to complete a certificate, at a minimum, or receive an associate degree from the partnering general academic teaching institution(s) within two-years of graduating from high school. The crosswalk should align to the higher education program of study curricula where applicable and demonstrate how the program of study can lead to a post-secondary certification and credentials, up to and including, a bachelor's degree or beyond. For Focus Area 1 applicants, this crosswalk should demonstrate a sample or proposed crosswalk of the pathway that will be developed. For Focus Area 2 applications, this crosswalk should be a likely sequence of courses based on prior planning.

The Healthcare Therapeutic Program of Study aligns with the Kilgore College associate degree in Nursing, but also provides multiple exit points to earn certificates in Emergency Medical Technician, Phlebotomist, and Medical Assistant. Healthcare Therapeutic Program of study- 9th-Principles of Health Science 13020200, 10th- Medical Terminology 13020300 (Dual Credit MDCA 1313), 11th Anatomy and Physiology 13020600 and Health Science Theory 13020400 (Dual Credit BIOL 2401, BIOL 2402, RNSG 1125) 12th- Practicum in Health Science 13020500 (RNSG 1128, PSYC 2314, RNSG 1125, PHIL 2306, EMSP 1401, EMSP 1160).
The Networking Systems Program of Study aligns with Kilgore College ' s sequence of courses to earn a Certified Network Associate of Cyber Ops certificate. These courses also coordinate with their Associates degree in Applied Science- Computer and Information Technology Program. Networking Systems Program of study- 9th- Principles of Information Technology 13027200, Internetworking Technologies N1302803, Networking & Lab 13027410 (ITSE 1359, ITSY 1342), Practicum in Information Technology 13028000 (ITSC 1319, ITSC 1316) Both Programs of study offers at least 12 college credit hours, and upon successful completion, students are qualified to continue at Kilgore College using the KC Connection, which discounts tuition for those continuing dual credit students 40%.

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9. Program Requirements (Cont.)

7. **Strategic Partnerships** (<u>Focus Areas 1 and 2</u>): Identify regional partnerships and/or initiatives that are aligned to Tri-Agency efforts and are already in place that provide an advantage in developing (focus area 1) or implementing (focus area 2) the proposed pathway(s). Describe how these specific partnerships and/or initiatives will be utilized to strengthen the foundation of their proposed cross-sector work, which is paramount for a regional pathways approach.

Fortunately, the 5 LEAs are in year 3 of a regional partnership with a centrally located facility. By bringing in TEA, the Texas Workforce Commission and Higher Ed, the consortium of LEAs have developed an alignment with the Tri-Agency Initiative. It is believed that the original Perkins Reserve intent was to bring LEAs together to create partnerships with the Texas Workforce Commission and Higher Ed. This is especially beneficial to these 5 LEAS since they all meet the definition of Rural communities. These LEAs have already established a pattern of working together and combining classes in a central location. MOU's have already been developed and potential barriers have already been addressed. A regional collaboration agreement signed by the intermediaries of the two current Perkins Reserve awardees and this organization will strengthen the Health Sciences initiative in this region. All 3 intermediaries have committed to work together. These intermediaries will meet on a regular basis to share information for growth, and insight on how to handle barriers and challenges. The intermediaries will also discuss ways to bring on new potential LEA and Industry partners.

8. **Budget Narrative** (<u>Focus Areas 1 and 2</u>): Describe how the proposed budget will meet the needs and goals of the program --for staffing, supplies and materials, contracts, travel, etc. --in particular, how will funds increase intermediary capacity? If applicable, include a high-level snapshot of funds currently allocated to similar programs. include a short narrative describing how adjustments will be made in the future to meet needs. How will budget funds be allocated to all stakeholders?

The budget will meet the needs and goals of the program by paying for an experienced intermediary to pull together all partners and develop the program sustainability, a part time project manager and substitute pay for teachers and counselors to have time to collaborate and adjust instruction across five campuses. Freshman and Sophomore classes will be held on home campuses, a portion of the budget will be set aside to ensure proper equipment is provided for introductory classes. Another portion of the budget will be set aside for upper-level training stations, capital equipment and high-end technology to be housed at the center. A portion of the budget will be set aside for curriculum and training, for marketing expenditures and transportation costs associated with required meetings. These expenditures are in line with both Tyler and Mineola Perkins Reserve awards. Adjustments will be made as needed, for instance if money needs to be moved from capital expenses to supplies and materials, we will ensure all capital expenses are purchased before moving. We understand we can move 25% without an amendment if we have a line in the request. Equipment allocated for the individual LEAs will be purchased by the fiscal agent and delivered to the LEA. If amendments to the budget become necessary, LEA partners will agree to the amendments.

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9. Program Requirements (Cont.)

9. **Current Pathways** (Focus Area 2): What pathways work currently exists in your region and which stakeholders participate? How does the current work align with the Texas Regional Pathway's Network seven components of a pathway?

Current pathways that exist in our region are in the Health Science and Manufacturing Programs of Study, with Tyler and Mineola ISD serving as respective fiscal agents of their programs. Tyler ISD and their stakeholders include the Tyler Area Business Education Council, Texas Workforce Commission, and Tyler Area Partnership. Mineola's stakeholders are the City of Mineola, the Economic Development Council, Sanderson Farms and Morton Salt. LEAs with Tyler include Tyler ISD, Chapel Hill, Hawkins, Whitehouse, and Winona. Mineola's partners include Lindale, Yantis, Alba Golden and Grand Saline. There is an intermediary agreement between Tyler, Mineola and Overton. The current alignment of these programs within the region with the TRPN seven components are: 1. Cross Sector Partnerships- Emerging 2. Alignment with Labor Market Demand-Scaling 13. Integration of Rigorous Core Academics and Career-Focused Learning-Scaling 4. College and Career Information and Advising- Emerging 5. Links Between Secondary and Post-Secondary Education- Scaling 16. Credentials with Value in the Labor Market-Scaling 17. Continuum of Work-Based Learning Experiences - Emerging

10. Use of Funds (Focus Area 2): How will grant funds be used to: a) increase the number of students in the existing pathway? b) **AND/OR** increase participating LEAs (and other partners, as appropriate) partnering to provide at least one TEA approved statewide or regional CTE program of study? c) **AND/OR** expand the number of CTE programs of study that span secondary and postsecondary education and include an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board? Applicants may use LWDA Labor Market Information and resources from TEA to demonstrate labor market alignment. (Note: 2020-21 Perkins Reserve grantees who received Focus Area 1 [planning] grants should describe how they will implement pathways based on this year's planning efforts instead of describing how they will increase the number of students participating in pathways.)

Grant funds will be used to increase the number of students in both Health Sciences and Information Technology Programs of Study by counseling, marketing and advising potential students. Funds will be used to purchase equipment needed to implement Freshman and Sophomore classes at each participating LEA. The larger part of funds will be used to purchase equipment for Junior and Senior level classes. Equipment for upper-level classes will be housed at the center which is centrally located to all LEAs. Junior and Senior level classes will also incorporate dual credit and Industry Based Certification opportunities allow students multiple exit points in both high school and post-secondary programs. The Health Sciences Program will allow an appropriate sequence of courses in nursing that align with LWDA in Registered nurses (24% growth rate, $60,428 median wage). The Information Technology Program will include appropriate sequences of courses in technology that will align with LWDA in Computer Network Support Specialist (17% growth and $45,159 median wage as supplied by the East Texas Workforce Commission.

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10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

⦿ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.

◯ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

◯ Yes ⦿ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

◯ Yes ⦿ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.

☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

Equitable Services Calculation

1. LEA's student enrollment

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Project Director	20,000
2.	Extra duty pay	20,000
3.	Substitute pay	10,000
4.		
5.		

Professional and Contracted Services

6.	Grant Intermediary	82,500
7.	Curriculum and training	40,000
8.	Curriculum Training	10,000
9.		
10.		

Supplies and Materials

11.	Laptops, equipment under $5000 equipment for individual LEAS	250,000
12.	Marketing and recruitment	10,000
13.		
14.		

Other Operating Costs

15.	Travel and meeting expenses	10,000
16.		
17.		

Capital Outlay

18.	Equipment training stations for health sciences	226,250
19.	Equipment, computers, training stations for Information Technology	200,000
20.		

Direct and indirect administrative costs: 46,250

TOTAL GRANT AWARD REQUESTED: 925,000

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended | **Negotiated Change or Amendment**

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